DOCUMENT RESUME

ED 097 745 CS 500 849

AUTHOR Heiman, Hazel
TITLE Teaching Interpersonal Communication.
PUB DATE 74
NOTE 23p.
JOURNAL CIT North Dakota Speech and Theatre Association Bulletin; v2 n2 p7-29 Winter 1973-74

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS *Communication (Thought Transfer); *Communication Skills; Course Descriptions; *Curriculum Guides; *Interpersonal Relationship; Listening; Nonverbal Communication; Oral Communication; Secondary Education; Speaking
IDENTIFIERS *Interpersonal Communication

ABSTRACT

Interpersonal communication is a complex study of speaking and listening, and of verbally and nonverbally interacting with human beings in a one-to-one basis, in a small group, or within a large group or crowd. It is a new approach to teaching the skills of conversation, group discussion, and public speaking. An outline for teaching an interpersonal communication course to high school students is presented in this article. The goals of this course are (1) to create an awareness of communication barriers within oneself and within and between others, (2) to create an understanding and appreciation of self and others, and (3) to provide self-confidence so that individuals will be less hesitant to express themselves in all speaking situations. The course is divided into seven units: knowing and trusting each other, the sharing of selves, trust, communication theory, verbal symbols, nonverbal communication, and listening. Numerous activities are given for each unit. A bibliography concludes the article. (TO)

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
North Dakota Speech and Theatre Assn.
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

ED 097745

NORTH DAKOTA SPEECH AND THEATRE ASSOCIATION BULLETIN

Winter, 1973-74

Volume II — Number II

Association Officers:

President -- Donna Stack, Bismarck
Vice President -- Bruce Carlson, Minot
Secretary -- George Slicho, Grand Forks
Treasurer -- Hazel Heiman, Grand Forks
Editor -- Winnifred Stump, Dickinson

Contents

The President's Page.....1

Minutes of October 26th Meeting.....2

Summary of Program at the Speech & Theatre Sectional at NDEA.....3

"Teaching Film" by Connie Oberembt.....3

North Dakota Speech & Theatre Association Constitution.....4-5

"You Should Know All About ERIC!" by Wayne Sanstead.....6

"Teaching Interpersonal Communication" by Hazel Heiman.....7-29

"How To Get Students Interested in Speech & Speech Activities by Connie Oberembt.....29

Workshop at Jamestown, March 22 & 23.....30-31

High School Notes.....32

College and University Notes.....32

NDSTA Membership List.....33-34

Dues: $2.00 -- Send to Hazel Heiman, Department of Speech, UND, Grand Forks, ND 58201

Bulletin is published three times each academic year--Fall, Winter, & Spring. If you desire additional copies of this or other North Dakota Speech and Theatre Association Bulletins, they may be had by sending 75¢ to the editor.

CS 500 849

The President's Page

No message was received for this issue.

PAGES 2 THRU 6

~~THIS PAGE~~ WAS MISSING FROM THE DOCUMENT THAT WAS SUBMITTED TO ERIC DOCUMENT REPRODUCTION SERVICE.

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

Hazel Heiman

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

TEACHING INTERPERSONAL COMMUNICATION

By Dr. Hazel Heiman
University of North Dakota

Most writers agree that interpersonal communication includes an understanding of self and the other or others in the societal context. In other words, who is talking to whom and when and where and why and how. Interpersonal communication is more than communication, awareness, or social interaction games. It is a complex study of speaking and listening and of verbally and nonverbally interacting with human beings in a one to one basis, or small group, or within a large group or crowd.

Interpersonal communication is a somewhat new approach to teaching the skills of conversation, group discussion and public speaking in today's impersonal, self-centered and technological society; a society that depends upon the computer rather than men for decision-making.

Courses in interpersonal communication are as popular today as courses in "family living" were in the 1950's. Courses in interpersonal communication seem to fulfill a personal need felt by the young people today. It is within the realm and responsibility of a good speech curriculum to include interpersonal communication.

Questions for which teachers are searching answers are what should I teach, when should interpersonal communication be taught and how do I teach it.

Most of what is available to teachers on interpersonal communication has been written by college professors geared to college students seeking their own independence and identities, something the young adolescent may not yet be ready to do. The young adolescent may be looking for support and guidance or something to lean on until he has the foundation for independence. Therefore, we must seek to adapt what we know about interpersonal communication and adults to juveniles and adolescents. With these factors in mind then an attempt shall be made to answer the questions stated earlier. When should we teach interpersonal communication? K through 12, and at the college level. There is a need for curriculum developers in the communication or language arts to incorporate the concepts of interpersonal communication at all levels. The concepts are basic to our way of life and to understanding people and events. The answers to the where and how are more difficult to answer. In this article I shall suggest teaching interpersonal communication as a six or nine week unit (or mini course) at either the ninth, tenth or eleventh grade level. The concepts, vocabulary and activities can be adapted to each grade level.

In today's society we must reorder our curriculum to the needs of the student and somewhere between grades nine and twelve the student should study units in not only interpersonal communication, but should study public speaking, discussion, argumentation, debate, film and theatre. Also important is that these units be taught by people trained in the area of oral communication. Likewise reading and writing and literary appreciation and criticism should be taught by teachers trained in those areas.

Today we are living in a society where oral communication is central

BEST COPY AVAILABLE

whether it is on a one to one basis, a small group, the political platform, the sales pitch, the commercial, the six o'clock news or the documentary film. If we are not senders of the message, we are receivers of the verbal--non-verbal message. We should not deny students the opportunity to study the concepts and develop the skills necessary for today's society.

OUTLINE FOR TEACHING INTERPERSONAL COMMUNICATION

(The suggested time is six to nine weeks. This may be taught as the first major block or subject area in a speech-communication course. It may be taught as a short or mini course.)

I. Goals of units in interpersonal communication
   - A. To create an awareness of communication barriers within myself and within and between others.
   - B. To create an understanding and appreciation of self and others.
   - C. To provide self-confidence so that individuals will be less hesitant to speak in all speaking situations.

II. Objectives of unit in interpersonal communication
   - A. To become aware of self as a behavioral unit.
   - B. To become aware of interpersonal communication between self and other self.
   - C. To become aware of the importance of trust in self and of others.
   - D. To become aware of the process of interpersonal communication.
   - E. To help remove some of the interpersonal barriers which hinder communication; barriers in verbal and non-verbal, attitude and listening.
   - F. To help create an understanding of the relationship between verbal and non-verbal principles and preception, listening and reaction.

III. Procedure for teaching this unit in interpersonal communication.
   - A. The teacher can talk about, discuss with and demonstrate the concepts and ideas within the areas outlined within this unit.
     1. The course outline is quite detailed.
        - a. In order to help the teacher who may have little background in interpersonal speech education.
        - b. Because a number of activities are suggested for each concept or principle.
        - c. Because there is limited material available to high school teachers in the line of textbooks and that material which is available is somewhat weak in content.
        - d. Because much of what has been written is for college courses and has not been sorted out to adapt to a high school speech curriculum.
        - e. Because many teachers are afraid to try the interpersonal approach to teaching speech.
        - f. The aim is to present some ideas which could be adapted by the teacher to fit various grade levels
   - B. This should be mainly an activity course. The activities should demonstrate and teach the principles.
     1. The projects suggested may be done over a longer period of time and outside the class while the activities should be done under teacher supervision during class time.

2. More activities can be found in some of the sources listed in the bibliography.
3. If there is a resource center, some of the textbooks that are available, could be available to the students there. Both teacher and students could collect articles relating to or demonstrating interpersonal principles to build a clipping file which would be made available for students to read. Materials in the bibliography which are marked * are recommended for student textbooks. Most new high school textbooks are speech textbooks with an interpersonal approach and do contain some of the principles and material in this unit.

Unit I
Knowing and Trusting Each Other

I. Concepts or ideas which may be taught.
   A. The self as a total unit.
      1. By self is meant the total human organism which operates as a unit. All factors at work that affect the total behavior of an individual at a given time and at a given place are included.
      2. The more an individual knows about "self" and "other self" the more effective should be communication attempts. (If we are to influence each other's behavior through communication, I must know about your "self" and I must perceive me.)
      3. When we speak, converse or interact with another person, we reveal some of ourselves intentionally or nonintentionally. We may reveal our:
         a. attitudes, habits, beliefs and opinions.
         b. needs, goals and desires.
         c. tastes and interests.
         d. background and culture.
         e. work and our money perceptions.
         f. personality choices, physical likes and dislikes.
         f. loves and hates.
         h. fears and anxieties.
         i. reactions to the moment or place.
         j. feelings and perceptions of self, each other and others.
      4. There must be trust between individuals for individuals to get to know each other and for people to live and work together.
         a. There is a need for building a climate of good will and sharing.
            (1) "When there is fear among people they mistrust one another. In fact fears not only cause man to distrust others, they also make man mistrust himself." (Ashley Montague, The Humanization of Man, Cleveland: The World Publishing Co., 1962, p. 47.)
            (2) "Little happens in a relationship until the individuals learn to trust each other. Because of this forming a climate of trust is one of the most important tasks. In fact, the first crisis most relationships face involve the ability of two individuals to trust themselves and each other." (David Johnson, Reaching Out: Interpersonal Effectiveness and Self-Acutualization, Englewood Cliffs, N.J.: Prentice Hall, Inc., 1972, p. 43.)

(3) "Self-confidence in a given interpersonal communication situation is a function of perceived acceptance valued by others; and there is an interaction between three types of trust, all three of which are functionally related to self-confidence in a given interpersonal communication situation: (a) trust of oneself, (b) trust extended toward others, and (c) perceived evidence of trust extended by others. (Bobby R. Patton and Kim Giffin, Interpersonal Communication: Basic Text and Readings, New York: Harper and Row Pub., 1974, p. 446.)

II. Activities to discover self and other self.

(The ideal class size probably is fifteen to eighteen. A larger class size would make doing many interpersonal activities very difficult. Have the chairs arranged in a circle while lecturing, talking or discussing the concepts and ideas about interpersonal communication. This helps to create a classroom atmosphere of willingness to share and to trust.)

A. Activity I.

(All of the steps for Activity I should be done during one class meeting because there is a related progression.)

1. Everyone is to wander around the room, they can look at bulletin boards, pictures or look out of the windows, they can chat with each other. Everyone is to pass and to speak nonverbally to every other person in the room. They may wink, smile, shake hands, nudge each other, slap a shoulder, or in any other non-verbal manner say hello or recognize each other. (This should take about ten minutes)
2. Then each person is to find a person he or she does not know or knows least well and the two are to sit down beside each other. They are to take two or three minutes to introduce each other. They are to tell each other who they are as a person.
3. Repeat the second step by having each find another person they do not know or do not know well. Again take two or three minutes. (This step could be left out.)
4. They are to find another person that they do not know well and the two of them are to share what they want to get out of the study of interpersonal communication. (Two or three minutes.)
5. They are to find another person they do not know well and they are to share a recent experience that is significant to them. (Two or three minutes.)
6. They are to find another person they do not know well and this time they are to share a day-dream or a fantasy--such as becoming a hero, a mayor, a doctor, or a meeting of someone such as a president, a major league quarterback, or a beautiful girl or a handsome boy who would fall in love with them.
7. Have the class form small groups of five to seven people. They are to try to be in a group that has a number of the individuals to whom they talked in previous activites. Once the groups are formed they are to discuss:
   a. What activity just done was most helpful in getting to know a person and why.
   b. If there are individuals in the group whom they do not know, they should decide how all the members can become acquainted with each other. What should they share to get to know each other.

BEST COPY AVAILABLE

c. The members are to tell what image they had of a person before the introduction or what was the first impression and did the impression change.
d. What activities can the group suggest to initiate relationships?

8. If there is a need for more pair activities these might be used:
   a. What song means the most to each and why?
   b. How would each change him or herself if he or she had the ability to do so?
   c. My first impression of you is____.
9. In the event that you have a class in which individuals are acquainted you might use these pair activities:
   a. Describe each other's immediate behavior and appearance. (Simply describe what is seen and avoid judgmental observations)
   b. Verbalize to each other the feelings about each other's appearance and behavior at the moment and about the situation you are now in.

B. Activity II. (The Johari Window)

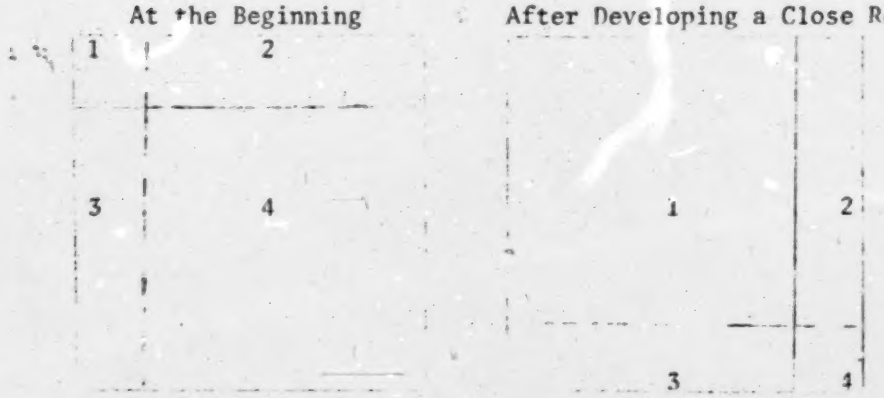
1. This activity is to illustrate that there are certain things you know about self and certain things you do not know about self. Likewise there are certain things others know about you and certain things they do not know. This drawing identifies the areas of the self.

	Known to Self	Unknown to Self
Known to Others	Free to Self and Others	Blind to Self but Seen by Others
Unknown to Others	Hidden Area: Self hidden from others	Unknown Self

2. Divide the class into pairs. Each is to take a piece of paper and divide the paper into two columns. At the top of one column write "me" and at the top of the other column write "you." Then each is to write about himself or herself as he or she sees himself or herself. (This may take ten minutes.) Fold the paper so that the other person can not see what is written and under the "you" column the other person writes how he sees the other. After they have finished they are to read their papers to each other. "I see myself as," "You see me as." Then between themselves they can discuss the differences in their self and other perceptions.

BEST COPY AVAILABLE

3. Confidentially for their own benefit and only for their own eyes, they are to write what they are "self-hiding," and what they do not know about themselves. (There is danger in probing; there probably are too many risks involved to disclose themselves and there are various viewpoints as to whether they should completely reveal themselves to others; they are adolescents but this exercise can be used to encourage openness, trust, risk-taking and feedback with other individuals in the future.
4. The concepts within the Johari Window (designed by Joseph Luft and Harry Ingham) are based on the concept that it takes energy to hide something from yourself and from others and that the more information that is known the clearer communication can be. The Johari Window can be used to show what happens at the beginning of a relationship and what happens if a close relationship develops.



C. Activity III. Each student is to:
   1. create a list of adjectives that they think would best describe him or herself.
   2. list a number of perceptions about him or herself that he or she has learned indirectly through reactions of other people in communication situations. (Such as types of verbal and non-verbal feedback.)
   3. describe how reactions of others have altered the self-image.
   4. describe the worst/best experience he or she has ever had.
   5. tell of turning points in his or her life.
   6. tell of his or her greatest strengths or weaknesses.
   7. list the persons most influential in his or her life and why.

D. Project Activities Suggestions:
   1. Have students create collages to depict themselves as they see themselves.
   2. Have students collect pictures, quotations, sketches, poetry, anecdotes etc. that they feel depict themselves.
   3. Have students make collages of differing types of life-styles, personalities, occupations, moods, recreation and ask them to write captions to show their reaction to each.
   4. Have students prepare lists of values and write a sentence or so defining each value and then select five or six values which are most important to them and then to list people who to them depict the particular values.

5. Have each student examine his or her family background to determine ethnic, religious, racial, economic, social and regional influences that might have affected him or her as a person and which might affect how he or she sends and receives messages, or how he or she speaks and responds. The list should probably include parental and regional attitudes, worship, prejudices, entertainment and reading, family customs, recreation, home furnishings, food, etc.

Unit II
The Sharing of Selves

I. Concepts or ideas which may be taught.

A. When an adult decides that he is a worthwhile person and that other people are also worthwhile, he accepts himself and sees the strengths of theirs. Therefore he:
   1. builds supportive relationships.
   2. respects the other person's judgments.
   3. is willing to give openly and honestly of himself.

B. There are various phases of personal interaction that need to be recognized.
   1. The juvenile era begins with a need for interaction with age mates.
      a. They are busy protecting their own security and self-esteem and have less concern with the fine points of human relationships.
      b. They are trying to acquaint themselves with reality and finding ways to cope.
      c. There is a need for becoming good at some particular activity such as swimming, baseball, or playing an instrument.
   2. The pre-adolescent era is the period when the capacity to love emerges.
      a. The well being and security of another person is as important as ones own satisfaction and security.
      b. There is a process of pairing when each selects a "chum," a partner with whom to share secrets.
      c. There is a mutual exploration of the nature of reality and of values within the pre-adolescent dyad.
         (1) There is more or less open revealing of self to chum.
   3. Early adolescence is one of three dominant need systems: the intimacy need, the sexual need and security need.
      a. The tension of the sexual need shows itself in somewhat awkward approaches to the opposite sex.
      b. "Chumship" or the "gang" will lose some of the attractiveness but will continue as an information network and for checking out what is real and reasonable.
   4. Late adolescence is a final development era in which steps are taken to become a full human with the capability for mature interpersonal relationships.
      a. One is free to explore and grow further in interpersonal relationships.
      b. One has the power to make the most of opportunities that exist.

(There is a need to adjust the sharing of self with others to the age and maturity level of the individuals. Special Note: The material suggestions that follow are for middle and late adolescence.)

C. Developing concepts about our interpersonal relationships through expectations:
   1. Expectations concerning possible rewards or losses.
   2. Expectations concerning other's intentions and behavior.
   3. Expectations concerning the other's character that will influence one's behavior.
      a. These expectations are related to "role set" in dyadic communication.
         (1) "Role set" is a cluster of these expectations concerning self and each other in a given situation.
         (2) "Role set" facilitates interpersonal communication in that it helps us to decide how to proceed--such as how to address each other, what to talk about, the kind of language to use, and the type of relationship to develop.
         (3) Each self will be influenced by expectations, self unique dispositions, previous experience and by the behavior of the other person.
         (4) There are two kinds of role sets:
            (a) traditional which are mainly task-centered such as husband-wife, father-son, teacher-student, doctor-patient, employer-employee.
            (b) unique which are more person-oriented and are set up by individuals rather than by tradition and society. This is the role set we have with friends and loved ones. It exists between two individuals and ceases when a relationship ends.
            (c) traditional-unique role sets are those which are determined by tradition and by personal expectations. Ex. If teacher sees student as a person, he may treat the student somewhat differently.

II. "Role Set" activities to show interpersonal relationships.
   A. Activity I.
      1. Have students give feedback on the strengths and weaknesses of the communication shown in role-playing situations. Examples:
         a. Your parents are objecting to the "type" of people you have for your friends and they have refused to allow you to go to a movie with them. You are frustrated, but determined to change their decisions. Proceed to try to change their minds.
         b. You are a school principal who is under community pressure. You must tell a stubborn student who is on the basketball team to cut his hair and shave his beard because they do not comply with student activity rules.
         c. You are a waitress who is bothered by a rather obnoxious customer; proceed to handle the situation.
         d. Let students create their own role-playing situations which are meaningful to them.
      2. Analysis of "role set relationships". What expectations are based on? Who started the communication? What kind of feedback did he receive? How did he react to it verbally? Non-verbally? Did the two individuals understand each other? If a solution was reached, was it the best solution? Are there other alternatives? etc.

a. Keep the analysis descriptive rather than evaluative.
b. It should be specific rather than general.
c. It should inform about relationships rather than command.

B. Activity II. Have students view a movie on a video-taped scenes of two people interacting with each and analyze the interaction.

C. Activity III. Have students analyze real roles and images by describing in detail two or three roles assumed by a person with whom they frequently come in contact--such as teacher, mother, father, lawyer, etc.

D. Activity IV. Have each student analyze (or recreate) factors that influence his or her perception of another individual. Or have each student tell about the initial impression he had of a person and how he was forced to change his impression after he became acquainted with the person.

E. Activity V. Have students create a mask which he or she or which another student or a state or national figure may wish to "hide" behind. The discussion should center on: What kind of masks do people wear? Why are they necessary? When do people drop their masks? How can we help someone to drop his mask? Is it always desirable to drop one's mask?

F. Project Activity. Have each student select and describe three roles he played during a day or during a week. He needs to be specific about the "image" communicated in each situation. For example:

Role 1
Place. At friend's house, listening to records.
Dress.
Hair.
Language.
Posture.
Attitude.
Relation to others.
Total effect.
Role 2.
Place. At work as a service station attendant.
Role 3.
Place. In Jim's home, meeting his grandparents.

Unit III
Trust

I. Concepts and ideas which may be discussed/taught regarding trust.

A. "Fundamental to any attempt to create a constructively open climate must be an assumption of trust. An open relationship begins when the participants trust one another enough to start providing direct and accurate feedback about how behaviors affect each other. This process consists of revealing or disclosing information about oneself that may be unknown to the others. Information of this kind is usually disclosed gradually--in small units. . . . If response to disclosure appears to elicit disappointment, we delay further disclosure or stop it entirely. If the information seems to be accepted (not necessarily approved) by the others, a trust relationship begins to develop; confidence builds as an indication that at least no deliberate, intentional, attempt to hurt will be made. As a person

begins to trust that he or she will be accepted regardless of the nature of the information disclosed, trust is, in turn, generated in those to whom disclosure is made. Thus trust appears to be mutually reinforcing: I trust you and you begin to trust me. In a healthy relationship, self-esteem is increased through a mutual commitment to openness and trust in interactions with others. In a genuinely interpersonal interaction, we find ourselves accepted and valued as human beings." (R. Wayne Pace and Robert R. Boren, The Human Transaction: Facets, Functions and Forms of Interpersonal Communication; Glenview, Illinois: Scott, Foresman and Company, 1973; p. 283.)

B. Pace and Boren go on to establish a main idea for creating a high trust level by stating that: "Effective communicative relationships are encouraged by a commitment to openness and trust in interaction with others." and that a high trust level can be created when there is evidence of the characteristics of:
   1. Awareness
   2. Self acceptance
   3. Acceptance of others
   4. Supportiveness
   5. Willingness to risk
   6. Problem-Orientation
   7. Leveling capability
   8. Willingness to give and take feedback
   9. Self disclosure

II. Activities to demonstrate levels of trust.

A. Trust Walk, which should provide and examine your feelings about trusting another person and feelings about accepting the responsibility of another person's trust, as well as how these feelings affect personal relationships.
   1. Have one member of the class lead another member who is blindfolded. The member can be lead around a room for several minutes, however, it is better to take more time (15 minutes or more) and lead a person around a building or outside of the building. The follower should try to learn to trust the other person to guide him around and over obstacles. While it may be difficult at first, the follower may learn to rely on the leader (providing he is a successful guide) enough to walk along at a normal rate. The leader should use his or her imagination to make the experience as interesting as possible for the blindfolded follower. The leader can try walking at different rates, ascending or descending stairs, going to unusual and usual places, having the follower identify places and things by touch, smell and sound. At the end of the walk the leader should stop before some person or object and describe it as fully as he can to give the follower a mental perception. The follower should then remove his blindfold and compare his actual perception with the mental picture formed from the description.
   2. The leader and the follower should change positions and repeat the experience.
   3. After completing the trust walk, the two should compare individual reactions and perceptions. Later when he or she is alone some time should be spent thinking about the experience and analyzing reactions.

4. Next the class should meet in small groups to compare and contrast reactions and perceptions.
5. And finally after the small group meeting each individual should put his or her experience in writing. Deal with the following questions: How did you feel about your partner before, during and after the experience? What factors affected your feelings? How difficult was it to develop trust in your partner? How was it developed? Which are more effective in establishing trust--verbal or non-verbal messages? How difficult is it to understand what someone says when you cannot see what he is talking about? How could you have communicated more effectively?

B. Developing Test
   1. The objectives for this exercise are for the members of a buzz group to arrive at a summary statement concerning ways in which trust can be built in a relationship.
      a. Divide class into groups of four or five.
         (1) Group is to arrive at the ten most important things a person can do to develop trust in a relationship (20 minutes)
         (2) Have all groups share their results with the class by asking that each group select a reporter to relate the ten things.
      b. As a class decide on and rank the ten most important aspects of developing trust from the most important to the least important.
      c. Check the class list to see if it included: progressively disclosing oneself to the other person; making sure your behavior regarding the other person is consistent; following through on your commitments to the other person; expressing warmth and acceptance to the other person; avoiding being judgmental or evaluative concerning the other person; being trustworthy; being honest.

Unit V
Communication Theory

I. Communication theory concepts which relate to interpersonal communication.
   A. Present an introduction to basic communication theory with an emphasis on verbal and non-verbal communication.
      1. "Human senders and receivers use words and physical expression to communicate. The words and physical expressions can be called verbal (word) and non-verbal (wordless) communication." (Kathleen Galvin and Cassandra Book, Person-To-Person: An Introduction to Speech Communication, Skokie, Illinois, National Textbook Company, 1973, p.8.)
   B. Introduce communication terms involved in the process of communication.
      1. Sender
      2. Message
      3. Channel
      4. Receiver
      5. Feedback.
      6. Encoding
      7. Decoding

BEST COPY AVAILABLE

C. Discuss the encoding and the word selection process.
   1. Example: I was_____with Gary.
      a. selection process

Alternatives	Probable Choices	Final Choice
talking	rapping	rapping
chatting	chatting	
rapping		
jawing		
discussing		
jiving		
arguing		

D. Discuss the breakdowns in communication within the decoding process
   1. External interference
      a. example: classroom noise
   2. Internal interference
      a. example: attitude or belief barriers

sender	Message	Internal Interference	Receiver
son, a high school sophomore.	I would like to go to a party at John's	Attitude toward teenage parties	father

E. Discuss Perceptions
   1. "The process by which you filter and interpret what your senses tell you so you can create a meaningful picture of the world." (Galvin and Book, Person-to-Person, p. 22.)
      a. Differences in people that affect individual's perception include:
         (1) Physical differences.
         (2) Differences in past experiences
         (3) Differences in present feelings.

II. Activities to teach the basic concepts in communcation theory.
   A. Square Arrangement Exercise
      1. Have 5 squares--all one color--all one size. Have a flannel board for the square arrangement. The front of the board should not be visible to class. It and sender need to be hidden behind a screen. (If you have no screen, then use smaller squares that can be arranged on a sheet of paper.
      2. Select a leader and a sender (both should be able to speak well) and an observer.
      3. Divide class into small groups of 5 to 7 people. Select an observer for each group. The group members will be receivers and each should have paper and pencil.
      4. The leader should be sure that no group members can see the square arrangement
      5. The sender takes his place behind a screen or with his back to all others. The sender is given two minutes to study the arrangement so he can instruct the group members how to draw a similar arrangement of squares.

Example of an Arrangement

6. The leader then instructs the group members and the observers. Observer one is to observe the behavior of the sender and to describe that behavior later. Each group observer is to make notes on the behavior of the receivers in his or her group. (Behavior includes posture, facial expressions, head movements, eye movements, gestures and any other non-verbal behaviors) The group members are to listen carefully to the sender's instructions and draw what she or he describes as accurately as possible. Each is to work independently and are to ask no questions or give any audible responses.
7. Then the sender is told to give the instructions for drawing the arrangement of squares. He is to do so as quickly and accurately as possible. When the sender completes his instructions, the leader records the time used, and the group observers record the time each person in the group used. Then each group member is to write down the number of square positions he or she thinks are correctly drawn in relation to the proceding one.
8. The leader instructs the sender to face the group members. He gives the sender a second square arrangement which he is to study for two minutes. (Groups are not to see arrangement.)
9. The leader then gives these instructions as the evaluators are to do as they did for arrangement one and the sender is going to describe another arrangement of squares. This time he will be in full view of the receivers so all group members should arrange chairs in a semi-circle so they can see the sender. They may ask the sender as many questions as they wish. He is free to respond to their questions or amplify his statements as he sees fit. He can not use any hand signals to give instructions for the drawings. They are to work as accurately and rapidly as possible.
10. The sender is told to proceed.
11. When the sender has completed the instructions, times are again recorded. They are to guess the number of squares drawn correctly.
12. Members are then shown arrangment one and they are to score the correctness of their arrangment drawings. The second arrangement is shown and again they score the correctness of their drawing. The observers verify the scores for each group and includes in his or her report a statement about the accuracy of group members.
13. All of class can now form a large circle for a class discussion. The following questions should be asked:
    a. Group evaluators give observations on accuracy:
        (1) What may be concluded from the results in terms of time, accuracy, and level of confidence?
    b. Evaluators give their report on behavior observations of sender and receivers:
        (1) How did the behavior of the sender and the group members vary from one situation to the other?
    c. The group members and the senders should comment on what they were feeling during the two situations.
        (1) How does this exercise compare with situations you find yourself in at school, home, or work?
        (2) How might you change encoding and decoding messages to better communicate?

(3) How might you change your behavior in relating to friends or acquaintances as a result of this experience of this activity?

B. Other Activities

1. After students are able to define or explain the elements in a communication model, they might construct their own communication model.
2. Have students list external causes of interference in communication (e.g. atmosphere--hot, cold, crowded; distraction--late comers; color--too bright, or too light, etc.
3. Have students list internal causes of interference in communication situations (e.g. prejudices, educational background, cultural differences, etc.)
4. Project. Have the students locate examples of dialogue in plays, short stories, novels or poetry. They are to use their chosen selections for a written essay or for an oral presentation that can be recorded on tape. They are to identify the communication components used in the dialogue and they are to do a role analysis and the changing function (role reversal) of sources and receivers as receivers become sources.

Unit VI
Verbal Symbols

I. Concepts and ideas regarding verbal symbols as a substance of interpersonal communication.

A. Communicating involves using symbols to describe or refer to people, things, and events as they are perceived or remembered.

1. Symbols are used to refer to perception and reality.
   a. external appearance and movement provide reality and sensory stimulation.
   b. Memories, ideas, attitudes, needs and desires affect perception because our responses associate with internal feelings.
   c. Language influences our perceptions.
2. Sources of non-corresondance between language and perceptions and reality
   a. Differentiation problems.
      (1) The world is made up of numerous people, objects and happenings each unique and individual.
      (2) Restricted number of words available for use.
      (3) The same words may refer to different things or ideas.
      (4) Different words may refer to the same event.
   b. Polarization
      (1) Everyday interpersonal language tends to be bipolar to encourage polarized reactions.
      (2) Polarization refers to talking about a person or thing or event by placing our perceptions and our evaluations on one end of a two-pole continuum and making the two ends of the continuum appear as if it is mutually exclusive or it appears dichotomous. We create either-or categories and eliminate gradations.
         (a) Example: Students are:

intelligent----------stupid
good----------bad
honest----------dishonest

c. Use of the abstract rather than the concrete
(1) Example: Wildlife---bear, white bear - Alaskan white polar bear

d. Language is static while people and conditions change.

3. Verbal patterns that are detrimental to communicating accurately.
a. The "allness" error
All men have ten fingers.
b. Know-it-all statements
"That's not right,"
"I know what I am talking about,"
c. Using statements that represent identifications rather than name identifications.
John is a snake.
means
John wiggles and slithers as he crawls through the hole.
or
John's creepy behavior gives him an untrustworthy image.

4. Verbal practices which can help interpersonal communication accuracy
a. Name things, events and people. Beware of pronouns.
(1) Example. The animal bit at its fingers. (poor)
The red fox snapped at the child's fingers.
b. Describe behavior or action.
(1) Example. The man walked.
The man limped slowly.
c. Talk about feelings directly
(1) Example. "You're stupid." (Indirectness)
"I feel impatient and frustrated when you fail to follow my directions." (Directness)
d. Use qualifiers
(1) Example. "a possible way"
"as I understand the circumstances"
"it appears to me"

5. Meanings are in people.
a. Technical language relates to a particular subject; is recognizable by specialist in the subject.
b. Slang is informal and non-standard vocabulary which is usually unique to a particular group.
c. A regional term is speech peculiar to a geographical area.
d. An obscenity is an utterance or gross act which is repugnant to accepted ideas of what is appropriate.
e. A cultural term is one related to the particular background of a group of people.
f. A verbal strategy may be used to exclude, to include, to put down, to build up, to reveal self.

II. Activities using verbal symbols to show verbal behavior.
A. Activity I.
1. Select a student to read the following list of words. The other students are to write down and immediate response to each word in the form of another word, phrase, sentence, etc.

1. teacher	8. cool	15. snake
2. student	9. hope	16. black
3. classroom	10. friend	17. pot
4. criticism	11. morals	18. music
5. love	12. enemy	19. fun
6. peace	13. draft	20. hippie
7. war	14. hardhat	

2. Next divide class into groups of three each. They are to discuss their responses and their reasons for responding as they did.

B. Activity II

1. Constructing I, you, he and she statements to verbs or actions or descriptive phrases.

   Example: _____dance very well.
   I do not " " "
   He does " " "

   Example: _____optimistic.
   I am overly optimistic.

2. Complete the following statements. (Sometimes several words can be used with the pronoun.)

   a. _____go along with the opinions of the group.
   b. _____important to be well dressed.
   c. _____helping my fellow man.
   d. _____lively imagination.
   e. _____lose my temper.
   f. _____values of middle class midwest society.
   g. _____parents ideas.
   h. _____what is going on in my neighborhood.
   i. _____moral principles.
   j. _____to make a good impression.
   k. _____old rare objects of art.
   l. _____trifle overweight.
   m. _____open-minded.
   n. _____flexible.
   o. _____getting my share.
   p. _____girl watching.
   q. _____off-color joke.
   r. _____stretch the truth a little.
   s. _____somewhat conservative.
   t. _____put off things until tomorrow.

3. How many I statements did you write?
   a. What do your statements tell you about attitude toward self or of self?
   b. How can attitude affect decoding a message?

C. Activity. Model Game.

1. Ask each to have a sheet of paper and pencil ready. you will give a word and for five minutes they will write.
   a. Example: Teacher, "When you hear the word 'chair' what do you think of? What kind of 'chair' do you picture?"
2. Then descriptions and reactions to questions are to be read orally. As the students listen to the descriptions as each read his or her description, they are to decide which verbal picture depicted for them the best mental picture. (They should listen for particular words or phrases which are helpful in imagining the described chair.)
3. The students might also reveal: why they described the word 'chair' as they did.
4. They may discuss why they believe their encoded message could be accurately decoded by their listeners.

BEST COPY AVAILABLE

D. Activity IV, A Two Task Device

Task I

As quickly as possible, list opposites of

	a	b	c	
beautiful	.....	.....	.....	dirty
young	.....	.....	.....	old
loud	.....	.....	.....	soft
relaxed	.....	.....	.....	tense
healthy	.....	.....	.....	ill

Task II

Fill in appropriate gradational terms between opposites.

E. Activity V

1. Use a projector to show a picture on a screen.
   a. Give each student a paper on which there are the polar opposites on a continuum. Have them indicate their feelings about the screened image somewhere on the continuum. (The picture can be a recognizable person such as a president or it can be an image picture such as a picture of a type of person.) For example:

      George Washington was

      tall. . . . . .short
      honest. . . . . .dishonest
      brave . . . . . .coward

   b. Use 10 to 15 opposites which could tell something about a student's perception about the image on the screen.

F. Activity VI

1. Use a projector to show a scene in which we see two people. For ten minutes have them write about what they see and feel about the two people in the scene. They may create dialogue to show the interpersonal relationship between the two people. They should encode their picture perceptions as vividly and concretely as possible.

G. Activity VII

1. To show the barriers created by slang the teacher can prepare a test for the students and the students can prepare a test for the teacher. For example:

Test given by teacher	Test given by students
How many do you know?	What do these mean?
sparking	rapping
hoody	stoned
fruity	freaky
loaded	pad

Unit VII

Non-verbal Communication

I. Concepts and ideas regarding non-verbal symbols as a substance of interpersonal communication.

A. Please hear what individuals say by their:

1. appearance
   a. clothes
   b. hair style
   c. make up
   d. beard

(1) appearance for occasion
(2) appearance for age
(3) appearance for our moods

2. Gestures
   a. nervous gestures
   b. meaningful hand gestures
   c. non-verbal gesture used by broadcast media directors.
3. Posture
   a. tells about our well-being and moods
   b. can assist a message
4. Facial Expression
   a. signaling with the eyes
   b. eye contact
   c. facial movements to reveal feelings such as smile, quivering lower lip.
5. Vocal cues
   a. expressing feelings by voice.
   b. using voice to tell message
      (1) pitch
      (2) rate
      (3) force
      (4) quality
      (5) articulation
      (6) emphasis
   c. silence
6. Spatial relations
   a. how space between people affects communication.
   b. occasion space relations
   c. cultural space relations
7. Non-verbal strategy to communicate a message.
   a. to exclude
   b. to include
   c. to put down
   d. to build up
   e. to reveal self
   f. status symbols
      (1) dress and appearance
      (2) office
      (3) place of residence
      (4) seating arrangements at special occasions or at dinner table
      (5) physical objects (such as cigar, ring, pin, signed or colored scarf)

II. Activities to teach about non-verbal communication.
   A. Use a projector to project pictures of people on a screen and ask these questions:
      1. What can you tell me about this person?
      2. Would you like to meet him or her?
      3. If so, under what circumstances?
      4. Why did you decode non-verbal messages as you did?
   B. Students might try some experiments such as:
      1. Stand on a street corner and pass out candy when neatly dressed and then when sloppily dressed. Compare the different reactions of whom you give or try to give the candy.

2. Go shopping when neatly dressed and then when sloppily dressed. (Be sure to go to the same store, the same area of the store, and the same time of a certain day.) Was the service different on the two occasions?
3. At some gathering when everyone is laughing, do not laugh; instead look sad or shed a tear.
4. Try sitting or standing very close to someone you do not know.
5. Dress inappropriately for some occasion.

C. Students might bring examples of signs used in advertising and explain their meaning.
D. If you live in an area where there are several cultures or sub-cultures, keep a diary of non-verbal differences.
E. Have students describe how sources (individuals and organizations) use symbols to communicate messages about themselves.
F. Have each student create a symbol which graphically tells something about him.
G. Have students study a group of people to discover what gives a person high or low status within that group.
H. Have students listen to records or to a speaker or to radio or television personalities and have them identify different vocal pitches or patterns.
I. Have students record on tape and listen. Tell an anecdote or read a poem or a few paragraphs of prose and analyze the vocal characteristics of their voice and its ability to communicate.
J. Have students talk to people who have traveled or lived in other cultures or sub-cultures about differences in communication.
K. Invite someone who has lived or traveled in another country to talk about communication barriers.

Unit VIII
Listening

I. Concepts and ideas about attention and listening and responding
A. Listening involves a particular application of the joint verbal-visual stimuli that occur in a communication situation. Listening is a highly specialized perception process.
B. Perception is the process of extracting information from the world outside us as well as from within the individual.
C. From the mass of stimuli available to us, we select those things from which information of importance to us can be extracted.
D. We have learned by reason or habit to block or to accept perception of some stimuli.
1. Learned and habit reaction includes "conditioned reactions," "stereotypes," "attitudes," and "mind pre-sets."
E. Intensity of stimuli is a response factor.
1. Intensity of noise, of an idea, or of color.
2. Speaking with intense feeling and speaking.
3. Intensity can be subjective because of internal conditions.
F. Repetition makes stimuli more difficult to avoid.
1. In interpersonal conversation or other speech-communication activity the sender of a message may consciously utilize repetition for matters important to him.
G. Attention is also a form of perception by which we select stimuli which permit the extracting of information. Three forms of attention are:

1. Primary attention
   a. we focus attention in spite of ourselves on those stimuli that are unique, bizarre, strong, emphatic, vivid contrast, etc.
   b. we focus attention in spite of ourselves on loud noises, sudden movements, unexpected events.
2. Secondary attention
   a. we focus attention as a result of learned selection patterns.
      (1) a good listener trains himself to extract information from such things as the sound of the speaker's voice, the way he puts his sentences together, his use of language and speaker posture and eye contact.
      (2) or an unmarried aunt visiting her sister's family with young children may not notice that the children in the next room are "too" quiet, but their mother will; she has learned that her children's silence indicates mischief.
3. Derived primary attention
   a. This type of attention requires very little of any effort, it is automatic.
      (1) a good driver automatically responds to traffic signs.
      (2) a typist automatically responds to the carriage-return bell.
      (3) we respond automatically to useful information or to a speaker's tone of voice.
      (4) a good communicator unconsciously watches for signs of acceptance or non-acceptance of his ideas.

H. Listening is a complex function of perception and attention which involves the auditory and visual capabilities of the listener.

I. Listening is a selective process because we pick out certain stimuli from the many surrounding us. We pick out those which fit our needs and purposes.

J. We can train or force ourselves to listen.

K. Listening is a constantly shifting process because we tend to focus on one stimuli for only a few seconds at a time. Our senses are constantly scanning incoming stimuli such as hall noises or clicking of the clock.

L. The process of listening is affected by the motivations and feelings at any given movement.
   1. Such motivation as I want an A in history so I'll listen or I'll listen because I like the teacher.

M. As we listen we make connections with the past. If the experience was pleasant we are more likely to listen.

N. ~~The closeness~~ or space relationship of speaker to listener effects listening.

O. What one expects or wants to hear may affect what a person actually hears.

P. We learn to listen to certain kinds of stimuli which relate to our self needs.

Q. Our habits and attitudes create screens which block certain kinds of stimuli which prevents reception of information.

R. There are internal influences on our listening--whether we are sleepy, hungry, warm or cold, sick, etc.

S. There are external influences on our listening--size of room, size of audience, noise, etc.

T. We can improve listening effectiveness by:
1. developing habits of getting more out of a speaking situation than we normally expect.
2. developing habits of focusing attention on the speaking of others.
3. preparing to listen.
4. checking our own role and purpose of any given communication situati
5. examining the role and purpose of the speaker or sender of the messa
6. determining how we wish to relate to the speaker.
7. identifying the style and language of the speaker.
8. determining how the speaker sees the world and following his thought in the context of his world.
9. sifting the information--I agree--I disagree--I don't know.
10. checking the relevancy of the information to our own needs and purposes.
11. testing the reliability of information we get from the source.
12. comparing several viewpoints.

III. Activities centering on listening, perception and reaction.

A. Activity I
1. Divide class into pairs. One person will relate an incident with some detail to his partner. The listener will listen with the purpose of telling the incident back again to the original sender's satisfaction.

B. Activity II
1. Have students make a list of ideas to which they are most likely to listen regardless of their source. Then have them make a list of ideas which they are not likely to hear or perceive no matter where they originate or are told.

C. Activity III
1. Have students make a list of things, people and ideas against which they are prejudiced. Would they "tune out" when they hear these words?

D. Activity IV
1. Have students list the people in class to whom they are most likely to listen to and those they are most likely not to listen to. They are to state the factors involved in making the selction.

E. Activity V
1. This exercise pertains to comprehension of material. Have the class determine what five kinds of statements make up 80% of the messages sent between people.
a. evaluative
b. problematic
c. interpretative
d. insensitive
e. supportive (answer: a, c, e, f, i)
f. probing Discuss why.
g. halucinogenic
h. boring
i. understanding
j. ingenious
2. What response is most useful in the early stages of :
a. relationship
b. understanding
c. evaluative (answer: a)
d. unrealistic
e. invaluable?

BEST COPY AVAILABLE

3. What response is least useful in the early stages of a relationship?
   a. understanding
   b. evaluative (Answer: b)
   c. reality-oriented
   d. snotty?

(Note: This unit or course should be followed by a 9 week or semester course in public speaking which includes the following: small group discussion, achieving interaction with many, or speeh making, various purposes of speaking, persuasion, and parliamentary procedure. Interpersonal communication principles apply to communication in small groups or with large groups. Some of the units or principles usually taught in a speech course have already been taught. Such units are communication theory, language, gesture and bodily action and voice and listening. By understanding themselves and others, students can approach speaking with and to groups with more confidence.)

Bibliography

Barker, Larry L. Listening Behavior, (Englewood Cliffs, NJ, Prentice-Hall, Inc., 1971).

Brown, Charles T. and Charles Van Riper. In Human Relationships. (Skokie, Il., National Textbook Company, 1972.)

Brown, Charles T. and Paul W. Keller. Monologue to Dialogue, (Englewood Cliffs, NJ, Prentice-Hall, Inc., 1973).

Clark, Tony, Doug Boch, and Mike Cornett. Is That You Out There? Exploring Authentic Communication, (Columbus, OH, Charles E. Merrill Pub. Co., 1973

Galvin, Kathleen M. and Cassandra L. Book. Person To Person: An Introduction to Speech Communication, (Skokie, IL., National Textbook Co., 1973).

Galvin, Kathleen M. and Cassandra L. Book. Speech-Communication: An Interpersonal Approach for Teachers, (Skokie, Il., National Textbook Co., 1973).

Giffin, Kim and Bobby R. Patton. Basic Readings in Interpersonal Communicatio (New York, NY, Harper & Row Publishers, 1971).

Hill, Wm. Fawcett. Learning Through Discussion, (Beverly Hills, CA, Sage Publications, 1969).

Huseman, Richard C., Cal M. Logue, and Dwight L. Freshley. Readings in Interpersonal and Organizational Communication, (Boston, MA, Holbrook Press, Inc., 1969).

Johnson, David W. Reaching Out: Interpersonal Effectiveness and Self-Actualization, (Englewood Cliffs, NJ. Prentice-Hall, Inc. 1972).

Krupar, Karen R. Communication Games, (New York, NY, Free Press, 1973).

Leubitz, Lois and Kathleen M. Galvin. Nonverbal Communication: A Resource Package for Teachers, (Skokie, Il., National Textbook Co., 1973).

Lundsteen, Sara W. Listening, Its Impact on Reading and the Other Language Arts, (Urbana, Il, Clearinghouse on the Teaching of English, 1971).

Myers, Gail E. and Michele Tolela Myers. The Dynamics of Human Communication: A Laboratory Approach, (Hightstown, NJ, McGraw-Hill Book Co., 1973).

Montague, Ashley. The Humanization of Man, (Cleveland; The World Publishing Company, 1962).

Pace, Wayne R. and Robert R. Boren. The Human Transactions: Facets, Functions, and Forms of Interpersonal Communication, (Glenview, Il, Scott, Foresman and Co., 1973).

Patton, Boby R. and Kim Giffin. Problem-Solving Group Interaction, (New York, NY, Harper & Row Publishers, 1973).

Ratliffe, Sharon and Deldee Herman. Adventures in the Looking Glass, Skokie, Il., National Textbook Co., 1972).

Stevens, John O. Awareness: Exploring, Experimenting, Experiencing, (Moab, Utah, Real People Press, 1971).